

## ASSESSMENT PHOTO ALBUM RUBRIC FOR COURSE PROJECT EVALUATIVE CRITERIA

	<b>Exceeds Expectations (3 points)</b>	<b>Meets Expectations (2 points)</b>	<b>Needs More Time (1 point)</b>
<b>Learning goals matched to assessment methods</b>	<p>Incorporates 21<sup>st</sup> century skills of thinking critically and creatively while obtaining information/evidence of student learning.</p> <p>Multiple assessments (pictures) that vary in type to make inferences from evidence.</p> <p>Authentic opportunities of real-life application of knowledge and skills that gives students the opportunity to work in their own learning preferences.</p>	<p>Various methods and approaches for obtaining information/evidence of student learning.</p> <p>Includes a variety of assessments to make inferences from evidence; a photo album, not a single picture.</p> <p>Provide opportunities for authentic application of knowledge and skills.</p>	<p>One method or approach of obtaining information/evidence of student learning.</p> <p>A single picture.</p> <p>Non-authentic opportunities for application of knowledge and skills.</p>
<b>Diagnostic assessments (pre-assessments)</b>	<p>Multiple pre-assessments that involve a student's family or community.</p> <p>Multiple opportunities of reflection.</p> <p>Used in multiple forms more than at the beginning of a unit.</p>	<p>At least one that provides information about a student's family or community.</p> <p>Enables reflection on the student's part.</p> <p>Ungraded.</p> <p>Given at the beginning of the unit, identify misconceptions, skill levels, interests, reveals learning preferences.</p> <p>Purposeful with a clearly focused identified target.</p> <p>May include: pre-tests, skill checks, concept maps, drawings, KWL charts</p>	<p>Does not include information about the student's family.</p> <p>Does not provide reflection for the students.</p> <p>Graded.</p> <p>Does not identify misconceptions or skills levels, interests, or learning preferences.</p> <p>Not focused on an identified target.</p>

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<b>Descriptions of formative assessments</b>	<p>Multiple assessments in multiple forms to reach the multiple learning preferences of the students.</p> <p>Involve the students in the formation of the assessment mechanism by suggestions or the test, performance assessments, co-constructing rubrics, and record keeping.</p> <p>Descriptive feedback related to the criteria is given.</p> <p>Followed up with high-quality corrective instruction to help students remedy whatever learning errors are identified</p>	<p>Ongoing assessments that are used to constantly monitor the progress of the students and to inform the instruction of the teacher.</p> <p>Involve the students in the formation of the assessment mechanism in at least one way so that students know their learning goals.</p> <p>Students self-assess their own performance.</p> <p>Feedback related to the criteria is given.</p> <p>Followed up with corrective instruction.</p>	<p>Are not ongoing assessments.</p> <p>Does not involve students in the formation of the assessment mechanism. Students do not have clear learning goals.</p> <p>Students are not given an opportunity to self-assess their own performance.</p> <p>Non-specific feedback (A, 82%, etc.).</p> <p>Not followed up with corrective instruction.</p>

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<b>Outline of performance assessment (summative assessment)</b>	<p>Build upon the knowledge students already have in order for transfer to take place.</p> <p>Includes backward mapping.</p> <p>Students are involved in regular feedback and experience constructive corrective teaching.</p> <p>Includes scaffolding.</p> <p>Adapted to all different learning styles (ex. Visual, auditory, kinesthetic).</p> <p>Includes a broad mixture of testing components (ex. constructed response, multiple choice, performance, fill in the blank).</p> <p>Authentic application related to a real-world situation that engages all students and allows for deeper understandings to be shown.</p>	<p>Given at the beginning of the unit.</p> <p>Frame the essential questions.</p> <p>Includes the ability for students to transfer knowledge.</p> <p>Provides regular feedback to the student.</p> <p>Adapted to most all areas of learning styles.</p> <p>Includes at least two testing components (ex.: constructed response, multiple choice, performance, fill in the blank).</p> <p>The assessment is mostly authentic and students are engaged.</p>	<p>Not given at the beginning of the unit.</p> <p>Not focused on the essential questions.</p> <p>Lack of regular feedback.</p> <p>Focuses mainly on one learning style.</p> <p>Only one testing component is incorporated into assessment.</p> <p>The assessment is not authentic and has no relevance to a real-world situation. Assessment pieces do not provide engaging activities for students.</p>

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<b>Rubric for performance assessment</b>	<p>Provides clear and focused goals that are well explained.</p> <p>Written in kid language.</p> <p>Students take part in co-writing the rubric.</p> <p>Students are given an opportunity to self-evaluate, and adjust.</p> <p>Provide students feedback comments that include action steps to improve the assessment.</p> <p>Multiple models of students work at varying ability levels (excellence and poor) are provided and discussed with students.</p>	<p>Specifically aligned with learning goals.</p> <p>Understandable to students.</p> <p>Students are informed for what is expected.</p> <p>Students are given an opportunity for self-adjustment.</p> <p>Feedback comments are incorporated.</p> <p>Models of student work are provided and discussed with students.</p>	<p>Vague relation to learning goals and enduring understandings.</p> <p>Written in adult language.</p> <p>Uninformed receiver.</p> <p>Lacks the opportunity for students to gain insight from feedback and adjust.</p> <p>Feedback is not incorporated.</p> <p>No models of student work are provided.</p>